|  |  |  |  |
| --- | --- | --- | --- |
| Which Standards warrant more time for whole group teaching? *(Scoring is 60% or below) Monitor* | | | |
| 1. Mixed currency 6.A.3.b | / X  11/1 | 7. |  |
| 2. Represent money amounts in different ways 6.A.3.a | / X  11/1 | 8. |  |
| 3. Express whole numbers in expanded form 6.A.1.b | /  11/1 | 9. |  |
| 4. Represent whole numbers on a number line 1.C.1.a | / X  11/1 | 10. |  |
| 5. |  | 11. |  |
| 6. |  | 12. |  |

**M**=Monitoring Progress

**/** = Retaught

**X** = Re-Assessed

**X** =Assessed and Mastered w/ 80%

**Class Data Analysis and Re-Teaching Plan**

Teacher Ms. Lassalle Subject: Math Benchmark 1 Date: October 25, 2010

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| --- | --- | --- | --- |
| Which Standards warrant more time for whole group teaching? *(Scoring is 60% or below) Monitor* | | | |
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| 6. |  | 12. |  |

**Class Data Analysis and Re-Teaching Plan**

Teacher Ms. Lassalle Subject: Math Benchmark 1 Date: October 25, 2010

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| --- | --- | --- | --- |
| Whole Class Re-Teaching Planning Guide  *Use the space below to record the standards in the category that you plan to use as a method for reteaching, include dates.* | | | |
| Morning Drill/Spiraling | Re-Teach/Homework Review | Small Group Instruction | Whole Class Mini Lesson |
| Money – mixed currency and representing money amounts  Expanded form  Numbers on a number line | Numbers on a number line | See small groups- when looking at word problems during multiplication and division will discuss keywords for adding, subtracting, multiplying, and dividing | Go over expanded form BCR |